***Name: District: Bonduel MISD Witt-Birn. (circle one) Other:***

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| ***Category*** | ***Expert (4 points)*** | ***Proficient (3 points)*** | ***Apprentice (2 points)*** | ***Novice (1 point)*** | **Total Points** |
| **Standards & Learning Objectives**  **(Unit Plan)** | ***The subject matter is fundamentally important and worthy of students' time and attention. Lesson objectives align with content standards, essential questions and higher level thinking.*** | | | |  |
| Curriculum standards and learning objectives are specific and explained through essential and guiding questions focusing student attention on relevant meaningful activities that lead to desired learning and promote higher order thinking processes (interpretation, synthesis, evaluation). Alignment is clear and present throughout | Curriculum Standards and learning objectives are clearly defined, essential questions create a meaningful relevant context and connect to activities that incorporate cognitively challenging activities and products. Alignment throughout plan may not be clearly present. | Curriculum standards and learning objectives are superficial and may not align with essential questions and activities and may lack relevancy for student engagement. Planning template is not complete or lacks enough description to guide implementation. | No demonstration of alignment between curriculum standards and learning objectives. Guiding questions may not connect to challenging relevant activities and learning. Students do not demonstrate higher level thinking processes. |  |
| **Instruction Design Addresses 21st Century Skills.** | Unit Plan provides instruction, modeling, and multiple opportunities for students to refine and develop relevant 21st century skills. | Unit Plan provides instruction and modeling to help students refine and develop relevant 21st century skills. | Students practice 21st century skills during the unit, but they receive little instruction to support their development of these skills. | Students rarely use 21st century skills during the unit. |  |
| **Curriculum-Framing Questions (CFQs).** | My unit integrates CFQs to focus student learning on important concepts and big ideas throughout the unit. | My unit uses CFQs to focus student learning on important concepts and big ideas multiple times in the unit. | The use of CFQs in my unit is superficial because they are not used to focus student learning. | My unit does not address CFQs. |  |
| **Instructional design uses project approaches.** | In my unit, students have many choices about how they demonstrate their learning. They create authentic products and performances developed through connected tasks and activities. | In my unit, students have some choices about how they demonstrate their learning. They create products and performances developed through connected tasks and activities. | In my unit, students have few choices about how they demonstrate their learning. They complete discrete activities that do not connect to final products or performances. | My students do not demonstrate their learning through products or performances. |  |
| **Curriculum Linking with Student Learning and Technology Uses**  **(Unit Plan)** | Unit plan and activities are student centered and create unique contents and learning benefits. Content learning experiences by design compel students to make choices and plan their path to understanding which would be impaired or impossible without the use of technology. | Unit plan and activities adapts or varies present student learning or working. Content learning experiences or benefits are enhanced but possible without the use of technology. Activities are primarily teacher directed with all students following same solution path. | Curriculum linking is incidental to technology use. Content learning focuses on knowledge level to reproduce existing knowledge, student uses primarily to learn /practice technology skills. Emphasis is on product not learning process. | Curriculum linking is incidental to technology use.  Content learning not focuses. Technology uses are mostly supplemental, or to provide fun/motivation activities with little flexibility in structure and use. |  |
| **Assessment strategies address standards and objectives.** | Assessments clearly and thoroughly address all targeted standards and learning objectives, emphasizing content and processes over traits such as organization and appearance. | Assessments address all targeted standards and learning objectives and emphasize content learning. | Assessments address some targeted standards and learning objectives. | Assessments address few targeted standards and learning objectives. |  |
| **Assessment Practices**  **(Unit Plan)** | Students contribute to the creation of assessments and frequently assess themselves and peers. Assessments have specific criteria that define quality. Assessments make it easy for students to measure their work against expectations. A variety of informal and formal methods are used throughout the instructional cycle providing ongoing feedback. | Students may contribute to the creation of assessments and assess themselves and peers. Assessments have criteria that define quality. Students can use my assessments to measure their work against expectations. Informal and formal methods are used throughout the instructional cycle. | Students may assess themselves and peers. Assessments in my unit lack clear criteria for my students to measure their work. Students are assessed infrequently and in traditional ways to meet some assessment purposes. | Students have little or no involvement in the assessment Students do not use teacher’s assessments to measure their work process. Students are assessed in traditional ways at the end of the unit. |  |
| **Preparation for learning** **Tasks**  **(Unit Plan)** | Extensive preparation expected (i.e. story-boards, web mapping, outlining…) Students are expected to critically select appropriate resources and solution paths. Includes challenging use of Thinking with Technology tools. | Adequate preparation is expected.  Teacher organizes multiple resources for student to use.  Includes challenging use of at least 1 Thinking with Technology tools | At least one preparation or organizing task is expected.  Limited resources are identified and assigned for student use.  Includes use of 1 Thinking with Technology tools | Preparation task are missing or weak. No resources gathering is identified or expected.  No use of Thinking with Technology tools |  |
| **Overall Focus of Technology Use (Unit Plan)** | Technology uses primarily “transforming”. Task supports complex thinking with new tools. Fosters opportunities for collaboration, creative sharing and participation in real-time events beyond the classroom, access to primary sources and databases. | Technology uses primarily “Integrating” Task supports same learning with new tools. | Technology uses primarily “Literacy”. Task supports technology skill stories. | Technology uses are primarily organized as peripheral activities at this time. Task supports low level challenge and technology use. |  |
| **Additional point categories below:** | | | | |  |
| Participation | Present 100 % (+15) | Absent 1-2 hours (+10) | Absent ½ day (+5) | Absent 1 -2days (+0) |  |
| **Reflections (wiki)** | At least 6 reflections including daily and feedback/critique of another participant’s unit (+ 30) | At least 4 reflections including daily and feedback/critique of another participant’s unit (+25) | 2 reflections including feedback/critique of another participant’s unit (+15) | 1 reflection (+10) |  |
| **Nets Survey** | Completed (+ 20) | Not done (0) |  |  |  |
|  |  | ***Course Grade:*** |  | Grand Total |  |

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| Post a copy of your unit/lesson to BMW Technology Academy Wiki (<http://bmwtechacademy.wikispaces.com> ). Each participant has a page on the wiki to post unit plans and other assignments. Participants will critique other participants units and provide feedback to them in the discussion forum on participants individual wiki pages. The 2010 BMW Tech Academy units/lessons will be shared at designated DPI site by the fall of 2010 as required by EETT ARRA Grant Requirements.  Reminder: you will need to follow up and post implementation and reflections on wiki throughout the 2010-11 School year.  ***Grading Scale:***  ***A 91-100***  ***A/B 81-90***  ***B 71-80***  ***BC 61-70***  ***Redo Below 60*** |